Appendix G

Faculty Development Workshops and Seminars

1976-1978

SUMMARY OF 1976-1978 FACULTY DEVELOPMENT WORKSHOPS

A. Project and Research Funding Workshops

Workshop	Date	Attendance
Humanities Funding	12/76	20
Sciences & Social Sciences	4/77	22
Proposal Writing Consultation	6/77	22
	4/78	18
	6/78	

B. Improvement of Teaching and Learning Seminars and Workshops

Workshop	Date	Attendance
Personalized System of Instruction	12/76	23
Computor Short Courses	11/76	6
	2/77	4
	3/77	8
	4/77	8
Self Evaluation of Teaching	3/77	21
College Writing Seminars	4/77	27
	5/77	6
Testing & Learning	5/77	7
The Teaching and Learning of Writing	1/78	37
Teaching Writing Across the Curriculum	4/78	12
Instructional Development and Evaluation	4/78	13
Media Fair	5/78	29
Intensive Workshop on Teaching Writing	6/78	14

C. Personal and Professional Planning Workshops

Workshop	Date	Attendance
Career Planning Retreat	4/77	13
Faculty Evaluation	4/77	7
New Faculty Orientation	8/77	21
Publishing in Scholarly Journals	2/78	14
Time Management	8/78	42

Appendix H

Faculty Receiving Direct Support for Off-campus Support Related to Professional Development

SUMMARY OF FACULTY RECEIVING DIRECT SUPPORT FOR OFF-CAMPUS WORKSHOPS AND RETREATS RELATED TO PROFESSIONAL DEVELOPMENT

CASE Workshop at Mills College
(Walker, McCullen, Blaney)

Biological & Social Perspectives on Human Nature
(Orpinela & Heffernan)

Training Teaching Associates
(Cox)

AECT Annual Conference
(Darden)

Kodak Audio Visual Workshop
(B. Mathias)

Instructional Technology Workshop
(Beauchamp)

Annual Library Institute--Instructional Support
(Andrews)

NSF Science Education Workshop
(Rodriquez & Wulfman)

National Women's Studies Association
(Reed)

PSI National Conference
(Theimer)

PSI Workshop
(D. Christiansen, J. Kreiter, P. Hauben, J. Lewenthal & E. Silberstein)

Religious Studies
(Blaney)

Myth, Folklore and Ritual
(Maynard)

BIOSIS Workshop
(J. Andrews)

International Studies Consortium Summer Workshop
(Pippin)

Symposium on Persistent Viruses
(Schneider)

CASE Workshop
(Seamen)

IDEA Workshop
(Chaubal & Duns)

Towards Theory of the Humanities
(Knighton)

AGLS Annual Conference
(Duns & Humphreys)

Phenomenology & Existentialism
(Browne)

Science, Values & Technology
(B. Mathias)

Revolution & Development in Twentieth Century China
(Humphreys)

Working With Teaching Assistants
(Cox & Funkhouser)

Medical Ethics
(Blaney)

Philosophy & Natural Science Seminar
(Orpinella & Heffernan)

Liberal Arts & the Humanities
(Blaney)

Workshop on the Teaching of Poetry
(Schedler)

Appendix I

Admissions, Retention, Financial Aid, and Enrollment Distribution Data

ADMISSIONS AND RETENTION

Admissions statistics for last Fall show a continuation of several trends which began in 1976. For the second straight year, confirmations declined in 1977 from their all-time high of 1,300 in the Fall of 1975. In contrast to the Fall of 1976 when both freshmen and transfer students were down from the previous Fall, however, Table 5 shows that in 1977 freshman confirmations were up slightly from the previous year. But this gain was more than cancelled out by the continuing decline in confirmations by transfer students. As the rate of approval for freshman applicants was 80% both years and the percentage of those approved who accepted declined slightly from 1976 to 1977, the increase in freshman confirmations is attributable directly to the greater number of freshman applications in 1977. Similarly, the drop in transfer students entering last Fall resulted from a sharp decline in transfer applications, for of those applying a slightly higher percentage were approved and of those approved a marginally higher proportion confirmed.

Not only is it important to attract good students; we must also keep them. Table 6 shows semester-to-semester retention rates since 1975 for each school and college on the Stockton campus. Data in this table allow analysis of both continuity and/or change over time within an individual academic unit and differing levels of student retention among schools and colleges.

Retention from Fall to Spring understandably tends to be higher than from Spring to the following Fall. Consequently, individual semester comparisons over time are meaningful only if done between comparable terms. Comparing the percentage of students returning last Fall with that of the previous Fall, it can be seen that the rate of retention declined in all schools and colleges except the Conservatory. Fall-to-Spring retention, in contrast, was higher for the current semester than a year ago in all schools and colleges except Pharmacy. As additional years of data are accumulated longitudinal analysis of retention patterns of individual schools and colleges will be increasingly valuable. With only three comparable terms, however, it is not really possible at this time to confidently distinguish significant trends from random or idiosyncratic year-to-year variations.

Looking at differences among schools and colleges, it can be seen that across the three years Pharmacy and Engineering have tended to have the highest rates of retention while

Education, Raymond, and Callison have been the lowest. In descending order, the Spring-to-Fall average retention rates for each school and college across the three years are: Pharmacy, 96.0%; Engineering, 92.0%; Covell, 87.7%; Conservatory, 86.4%; COP, 85.9%; Raymond, 77.2%; Callison, 77.0%; and Education, 71.6%. For Fall-to-Spring, the three-year averages are: Pharmacy, 97.3%; COP, 94.0%, Conservatory, 93.8%; Covell, 93.6%; Callison, 92.4%; Raymond, 87.9%; and Education, 82.7%. While the new School of Business and Public Administration is not included in these rankings because it has retention data for only one term, it should be noted that for the current semester its 95.7% retention would place it third behind Pharmacy and Engineering.

Having ranked the schools and colleges in this way, however, a final caveat is in order. There is evidence that retention is generally considerably higher among undergraduates than among graduate students, who often pursue their degrees in a rather intermittent manner. Until retention is analyzed for graduate and undergraduate students separately, it is therefore impossible to say to what extent different retention rates are simply the result of different "mixes" of graduate and undergraduate students. This is particularly the case in Education, where a high porportion of graduate students coincides with a low rate of retention. In the future, we hope to be able to take this into account by analyzing the groups separately.

TABLE 5

ADMISSIONS STATISTICS - 1970-1977

	1970	1971	1972	1973	1974	1975	1976	1977
Total Applications	2974	3042	2687	2902	3015	3039	3117	3090
Total Confirmations	1153	1142	1044	1239	1265	1300	1242	1212
% Yield	38.5%	37.5%	38.5%	42.5%	41.5%	42.5%	39.5%	39.0%
Total Fresh. Appl.	2243	2112	1781	1831	1923	1772	1839	1939
Total Fresh. Conf.	857	748	616	758	811	729	698	711
% Yield	38.0%	35.0%	34.5%	41.0%	42.0%	41.0%	38.0%	36.5%
Total Trans. Appl.	632	930	906	1071	1092	1267	1278	1151
Total Trans. Conf.	296	394	428	481	454	571	544	501
% Yield	46.5%	42.0%	47.0%	44.5%	41.5%	45.0%	42.5%	43.5%
Total Applications	2974	3042	2687	2902	3015	3039	3117	3090
Total Approvals	2321	2346	2105	2329	2347	2385	2310	2322
% Yield	78.0%	77.0%	78.0%	80.0%	77.5%	78.0%	74.0%	75.0%
Total Fresh. Appl.	2243	2112	1781	1831	1923	1772	1839	1939
Total Fresh. Apprv.	1821	1706	1451	1539	1612	1521	1478	1557
% Yield	81.0%	80.5%	81.0%	84.0%	83.5%	85.5%	80.0%	80.0%
Total Trans. Appl.	632	930	906	1071	1092	1267	1278	1151
Total Fresh. Apprv.	490	640	654	790	735	864	832	765
% Yield	77.5%	68.5%	72.0%	73.5%	67.0%	68.0%	65.0%	66.5%
Total Approvals	2321	2346	2105	2329	2347	2385	2310	2322
Total Confirmations	1153	1142	1044	1239	1265	1300	1242	1212
% Yield	49.5%	48.5%	49.5%	53.0%	53.5%	54.5%	53.5%	52.0%
Total Fresh. Apprv.	1821	1706	1451	1539	1612	1521	1478	1557
Total Fresh. Conf.	857	748	616	758	811	729	698	711
% Yield	47.0%	43.5%	42.0%	49.0%	50.0%	48.0%	47.0%	45.5%
Total Trans. Apprv.	490	640	654	790	735	864	832	765
Total Trans. Conf.	296	394	428	481	454	571	544	501
% Yield	60.0%	61.5%	65.0%	60.5%	61.5%	66.0%	65.0%	65.5%

TABLE 6

SEMESTER-TO-SEMESTER RETENTION PATTERNS

	SPRING '75 to FALL '75	FALL '75 to SPRING '76	SPRING '76 to FALL '76	FALL '76 to SPRING '77	SPRING '77 to FALL '77	FALL '77 to SPRING '78
COP						
Eligible	1371	1802	1309	1836	1506	1591
Returned	1160	1711	1148	1693	1284	1509
% Retention	84.6%	95.0%	87.7%	92.2%	85.3%	94.8%
RAYMOND						
Eligible	172	153	96	111	91	
Returned	126	133	78	93	70	
% Retention	73.3%	86.9%	81.3%	83.4%	76.9%	211
CALLISON						197
Eligible	130	136	102	116	106	93.3%
Returned	96	126	82	106	82	
% Retention	73.8%	92.6%	80.4%	91.4%	76.9%	
COVELL						
Eligible	161	185	121	157	141	161
Returned	145	175	109	144	116	152
% Retention	90.0%	94.6%	90.1%	91.7%	82.9%	94.4%
Convervatory						
Eligible	175	246	173	230	180	242
Returned	145	234	151	211	161	229
% Retention	82.9%	95.1%	87.3%	91.7%	89.0%	94.6%
EDUCATION						
Eligible	255	423	288	429	388	458
Returned	169	352	241	354	258	378
% Retention	66.3%	83.2%	83.7%	82.5%	64.7%	82.5%
ENGINEERING						
Eligible	126	176	134	217	202	262
Returned	112	170	132	201	179	254
% Retention	88.9%	96.6%	98.5%	92.6%	88.6%	96.9%
PHARMACY						
Eligible	516	718	490	749	554	739
Returned	497	694	488	732	510	721
% Retention	96.3%	96.7%	99.6%	97.7%	92.1%	97.5%
BUS. & PUC. ADM.						
Eligible						304
Returned						291
% Retention						95.7%

ENROLLMENT DISTRIBUTION AND CROSSOVER PATTERNS

In addition to class size, an important element in the analysis of enrollment patterns and teaching effort is the distribution among schools and colleges. Tables 12 and 13 present these data for the combined Fall and Spring semesters of the last two academic years and allow analysis in terms both of where the teaching is done and of the affiliation of the students being taught.

The location of the teaching is presented in the vertical dimension of these tables, whereas the affiliation of the students being taught is on the horizontal dimension. The intersections of columns and rows show the number of units taken in a given school by students affiliated with some particular school along with this number as a percentage both of all units taught by the teaching school and of all units taken by students with that affiliation. The distribution of units taught by the various schools and colleges is shown at the bottom of the tables, while the distribution of students taking those units is shown on the right side.

Table 13 shows, for example, that COP students took 48,439 units within their own college. This represented 89.4% of the total of 54,212 units taken by COP students and 71.9% of the 67,360 units taught in COP. The column and row totals show that 45.2% of all units taught on the Stockton campus were taken by COP students and 56.1% of all units were taught in COP.

Several types of questions can be examined with a crossover matrix such as this. The diagonal where rows and columns of the same schools intersect allows a comparison of the extent to which they teach primarily their own students as well as the extent to which their students concentrate their work within that school or college. During the current year, for example, Pharmacy students at 91.5% and COP students at 89.4% were the most concentrated within their own colleges. In contrast, students in the School of Business and Public Administration took only 41.7% of their units within the school and Covell students took 47.0% of their work within that cluster college. In terms of teaching, 97.7% of the 1977-78 units taught in Pharmacy were taken by their own students, as were 90.9% of the units taught in Engineering. Least concentrated upon their own students were Education and Business and Public Administration; in each of these two schools only about 65% of the teaching was directed at their own majors.

If for a given pair of schools and college we compare their intersections on opposite sides of the diagonal, we can assess the extent of crossover and the net direction of that crossover. In the current year, for example, 1,504 units were taken by COP students in Raymond-Callison while 1,908 units were taken by Raymond-Callison students in COP. Similarly, we can see that while Engineering students took 3,461 units in COP only 184 units were taken by COP students in the School of Engineering.

A comparison of the marginal percentages at the right side and bottom of the table allows us to see the extent to which a particular school or college tends to attract more students by affiliation than it enrolls in its courses or tends to service more students than it has by affiliation. In 1976-77 both COP and Callison taught more units than their students took, but in 1977-78 only COP has this "net" service role. Engineering, Covell, and Business and Public Administration, in contrast, teach considerably fewer units than are taken by their students. Particularly in view of the rapid growth of two of these three, this pattern points out the importance of considering attraction of students as well as enrollments in the assessment of academic programs.

TABLE 12

ENROLLMENT DISTRIBUTION AND CROSSOVER PATTERN - 1976-77 (IN UNITS)

STUDENT'S AFFILIATION	SCHOOL OR COLLEGE WHERE UNITS WERE TAUGHT										
	COP	BAY.	COVELL	CALL.	CONS.	EDUC.	ENG.	PHAR.	OTHER	TOTAL	%
COP	57615	642	354	1782	549	2015	191	200	7	63355	52.5%
	90.9%	1.0%	1.0%	2.8%	0.9%	3.2%	0.3%	0.3%	0.0%	100%	
	80.1%	17.8%	10.8%	31.3%	9.1%	24.1%	4.7%	1.2%	1.3%		
Raymond	908	2530	14	339	25	35	16	0	0	3867	3.2%
	23.5%	65.4%	0.4%	8.8%	0.6%	0.9%	0.4%	0.0%	0.0%	100%	
	1.3%	70.0%	0.4%	6.0%	0.4%	0.4%	0.4%	0.0%	0.0%		
Covell	2402	28	2537	160	32	230	211	0	0	5600	4.6%
	42.9%	0.5%	45.3%	2.9%	0.6%	4.1%	3.8%	0.0%	0.0%	100%	
	3.3%	0.8%	77.6%	2.8%	0.5%	2.7%	5.2%	0.0%	0.0%		
Callison	671	216	16	3027	37	82	0	0	0	4049	3.4%
	16.6%	5.3%	0.4%	74.8%	0.9%	2.0%	0.0%	0.0%	0.0%	100%	
	0.9%	6.0%	0.5%	53.2%	0.6%	1.0%	0.0%	0.0%	0.0%		
Conservatory	1618	69	43	59	5073	416	4	1	0	7263	6.0%
	22.3%	0.7%	0.6%	0.8%	69.8%	5.7%	0.1%	0.0%	0.0%	100%	
	2.2%	1.4%	1.3%	1.0%	83.7%	5.0%	0.1%	0.0%	0.0%		
Education	2833	34	147	148	273	5004	8	23	21	8491	7.0%
	33.4%	0.4%	1.7%	1.7%	3.2%	58.9%	0.1%	0.3%	0.3%	100%	
	3.9%	0.9%	4.5%	2.6%	4.5%	59.8%	0.2%	0.1%	4.0%		
Engineering	3282	12	110	24	32	10	3623	0	0	7093	5.9%
	46.3%	0.2%	1.6%	0.3%	0.5%	0.1%	51.1%	0.0%	0.0%	100%	
	4.6%	0.3%	3.4%	0.4%	0.5%	0.1%	89.2%	0.0%	0.0%		
Pharmacy	2040	68	0	126	20	78	4	16830	0	19166	15.9%
	10.6%	0.4%	0.0%	0.7%	0.1%	0.4%	0.0%	87.8%	0.0%	100%	
	2.8%	1.9%	0.0%	2.2%	0.3%	0.9%	0.1%	98.5%	0.0%		
Other	564	36	48	22	17	503	5	27	503	1725	1.4%
	32.7%	2.1%	2.8%	1.3%	1.0%	29.2%	0.3%	1.6%	29.2%	100%	
	0.8%	1.0%	1.5%	0.4%	0.3%	6.0%	0.1%	0.2%	94.7%		
	71933	3615	3269	5687	6058	8373	4062	17081	531	120609	
	100%	100%	100%	100%	100%	100%	100%	100%	100%		
	59.6%	3.0%	2.7%	4.7%	5.0%	6.9%	3.4%	14.2%	0.4%		100%

NOTE: "Other" includes University College, University Without Walls, and undeclared.

TABLE 13

ENROLLMENT DISTRIBUTION AND CROSSOVER PATTERN - 1977-78 (IN UNITS)

STUDENT'S AFFILIATION	SCHOOL OR COLLEGE WHERE UNITS WERE TAUGHT										
	COP	RAY.-CALL.	COVELL	CONS.	EDUC.	ENG.	PHAR.	B & PA	OTHER	TOTAL	%
COP	48439	1504	302	652	1473	184	340	1256	62	54212	45.2
	89.4%	2.8%	0.6%	1.2%	2.7%	0.3%	0.6%	2.3%	0.1%	100%	
	71.9%	22.8%	9.7%	10.1%	18.9%	3.6%	1.9%	22.5%	31.6%		
Raymond/ Callison	1908	4642	24	57	82	8	0	72	6	6799	5.7
	28.1%	68.3%	0.4%	0.8%	1.2%	0.1%	0.0%	1.1%	0.1%	100%	
	2.8%	70.3%	0.8%	0.9%	1.1%	0.2%	0.0%	1.3%	3.1%		
Covell	1959	38	2473	38	160	235	0	364	0	5267	4.4
	37.2%	0.7%	47.0%	0.7%	3.0%	4.5%	0.0%	6.9%	0.0%	100%	
	2.9%	0.6%	79.2%	0.6%	2.1%	4.6%	0.0%	6.5%	0.0%		
Conservatory	1555	78	4	5274	344	0	0	8	18	7281	6.1
	21.4%	1.1%	0.1%	72.4%	4.7%	0.0%	0.0%	0.1%	0.2%	100%	
	2.3%	1.2%	0.1%	81.6%	4.4%	0.0%	0.0%	0.1%	9.2%		
Education	2978	114	174	299	5067	8	6	20	14	8680	7.2
	34.3%	1.3%	2.0%	3.4%	58.4%	0.1%	0.1%	0.2%	0.2%	100%	
	4.4%	1.7%	5.6%	4.6%	65.1%	0.2%	0.0%	0.4%	7.1%		
Engineering	3461	24	54	35	4	4627	0	104	4	8323	6.9
	41.6%	0.3%	0.6%	0.4%	0.0%	55.6%	0.0%	1.2%	0.0%	100%	
	5.1%	0.4%	2.0%	0.5%	0.1%	90.9%	0.0%	1.9%	2.0%		
Pharmacy	1522	32	4	3	28	15	17371	4	2	18981	15.8
	8.0%	0.2%	0.0%	0.0%	0.1%	0.1%	91.5%	0.0%	0.0%	100%	
	2.3%	0.5%	0.1%	0.0%	0.4%	0.3%	97.7%	0.1%	1.0%		
Business & Public Adm.	4964	102	18	81	26	12	0	3726	16	8945	7.5
	55.5%	1.1%	0.2%	0.9%	0.3%	0.1%	0.0%	41.7%	0.2%	100%	
	7.4%	1.5%	0.6%	1.3%	0.3%	0.2%	0.0%	66.6%	8.2%		
Other	574	72	61	24	594	2	55	40	74	1496	1.2
	38.4%	4.8%	4.1%	1.6%	39.7%	0.1%	3.7%	2.7%	4.9%	100%	
	0.9%	1.1%	2.0%	0.4%	7.6%	0.0%	0.3%	0.7%	37.8%		
	67360	6606	3124	6483	7778	5091	17772	5594	196	119984	
	100%	100%	100%	100%	100%	100%	100%	100%	100%		
	56.1%	5.5%	2.6%	5.4%	6.5%	4.2%	14.8%	4.7%	0.2%		100%

NOTE: "Other" includes University College, University Without Walls, and undeclared.

DISTRIBUTION OF CLASS SIZE - 1976-78

Last year's annual report presented a comparison of Fall and Spring class sizes and discussed in some detail why "average class size" differs considerably according to whether it refers to the institution's or the student's perspective. Table 10 combines the data from those two 1976-77 semesters and Table 11 presents the comparable distribution for last Fall and this Spring. The overall pattern is quite similar for both years, but there are some interesting differences.

The tables are useful for analyzing two separate but related matters: (1) the utilization of faculty resources relative to number of students served, and (2) differing perceptions of typical class size. Addressing the first concern, for example, it can be seen that in the two semesters in 1976-77 24.9% of the teaching effort was in courses with ten or fewer students, although these courses served only 5.8% of the students. Similarly, 51.8% of all courses had nineteen or fewer students but these 601 courses contained only 21.1% of the student course places. Among the larger class, courses with 56 or more students accounted for only 9.6% of the courses but contained 31.7% of the student course places.

The differing perspective on average or "typical" class size can be seen from the same data. Half of all courses in 1976-77 had nineteen or fewer students, but as indicated above these courses served fewer than a one-fourth of the students. We have to go up to a class size of 37 before we find the median in student course places; that is, half of all student course places are in classes of 37 or fewer students and half are in classes of 37 or more students. Thus while from the university's or the faculty member's perspective the typical class size was nineteen students, from the perspective of the students sitting in the courses it was almost twice as large.

A certain degree of change can be seen in the pattern for the current year compared with 1976-77. At the lower end of the distribution, there were 95 classes with five or fewer students this year compared with 120 of this size a year ago. In terms of typical class size, the two perspectives are a little closer in 1977-78 than last year; half of the classes contain twenty or fewer students while half of the student course places are in courses of 35 or fewer students. We will need more years of data before it can be determined whether this is a trend.

TABLE 10

DISTRIBUTION OF CLASS SIZE - 1976-77

SIZE OF CLASS	COURSES			STUDENTS		
	MAX FREQ	CUM FREQ	CUM %	MAX FREQ	CUM FREQ	CUM %
1	13	13	1.1	13	13	0.0
2	23	36	3.1	46	59	0.2
3	21	57	4.9	63	122	0.4
4	26	83	7.1	104	226	0.8
5	37	120	10.3	185	411	1.4
6	40	160	13.8	240	651	2.2
7	33	193	16.6	231	882	2.9
8	26	219	18.9	208	1090	3.6
9	36	255	22.0	324	1414	4.7
10	34	289	24.9	340	1754	5.8
11	34	323	27.8	374	2128	7.1
12	41	364	31.4	492	2620	8.7
13	41	405	34.9	533	3153	10.5
14	32	437	37.6	448	3601	12.0
15	41	478	41.2	615	4216	14.0
16	34	512	44.1	544	4760	15.8
17	32	544	46.9	544	5304	17.6
18	31	575	49.5	558	5862	19.5
19	26	601	51.8	494	6356	21.1
20	34	635	54.7	680	7036	23.4
21	33	668	57.5	693	7729	25.7
22	24	692	59.6	528	8257	27.4
23	27	719	61.9	621	8878	29.5
24	22	741	63.8	528	9406	31.3
25	16	757	65.2	400	9806	32.6
26	12	769	66.2	312	10118	33.6
27	19	788	67.9	513	10631	35.3
28	21	809	69.7	588	11219	37.3
29	15	825	71.1	435	11654	38.8
30	9	834	71.8	270	11953	39.7
31	12	846	72.9	372	12325	41.0
32	22	868	74.8	704	13029	43.3
33	17	885	76.2	561	13590	45.2
34	17	902	77.7	578	14168	47.1
35	12	914	78.7	420	14588	48.5
36	11	925	79.7	396	14984	49.8
37	16	941	81.1	592	15576	51.8
38	9	950	81.8	342	15918	52.9
39	5	955	82.3	195	16113	53.5
40	6	961	82.8	240	16353	54.3
41	6	967	83.3	246	16599	55.2
42	5	972	83.7	210	16809	55.9
43	6	978	84.2	258	17067	56.7
44	6	984	84.8	176	17243	57.3
45	10	994	85.6	450	17693	58.8
46	9	1003	86.4	414	18107	60.2
47	3	1006	86.7	141	18248	60.6
48	8	1014	87.4	384	18632	61.9
49	7	1021	87.9	343	18975	63.1
50	2	1023	88.1	100	19075	63.4
51	7	1030	88.7	357	19432	64.6
52	6	1036	89.2	312	19744	65.6
53	6	1042	89.7	318	20062	66.7
54	1	1043	89.8	54	20116	66.9

SIZE OF CLASS	COUNSELS: NEW	COUNSELS: CUM NEW	COUNSELS: CUM %	STUDENTS: NEW	STUDENTS: CUM NEW	STUDENTS: CUM %
55	0	1049	90.0	130	20552	68.1
56	3	1052	90.0	140	20720	68.8
57	0	1058	91.1	342	21062	70.0
58	0	1064	91.6	348	21410	71.1
59	3	1067	91.9	177	21587	71.7
60	2	1069	92.1	120	21707	72.1
61	0	1073	92.4	244	21951	72.9
62	5	1078	92.9	310	22261	74.0
63	3	1081	93.1	189	22450	74.6
64	2	1083	93.3	128	22578	75.0
65	1	1084	93.4	65	22643	75.2
66	7	1091	94.0	492	23135	76.8
67	2	1093	94.1	134	23269	77.2
68	1	1094	94.2	68	23337	77.4
69	2	1096	94.4	138	23465	77.9
70	2	1098	94.6	140	23545	78.4
71	2	1100	94.7	182	23727	78.8
72	2	1102	94.9	144	23871	79.3
73	5	1107	95.2	219	24090	80.0
74	3	1110	95.4	222	24312	80.8
75	1	1111	95.7	225	24537	81.5
76	2	1113	95.9	152	24689	82.0
77	2	1115	96.0	154	24843	82.5
78	2	1117	96.2	156	24999	83.1
79	3	1120	96.5	237	25236	83.9
80	1	1121	96.6	80	25316	84.1
81	0	1121	96.6	324	25640	85.2
82	1	1122	96.7	82	25722	85.5
83	1	1123	96.8	83	25805	85.7
84	1	1124	96.9	84	25889	86.0
85	1	1125	97.0	85	25974	86.3
86	1	1126	97.1	88	26062	86.6
88	1	1127	97.2	88	26150	86.9
89	1	1128	97.3	89	26239	87.2
91	3	1131	97.5	273	26512	88.1
92	1	1132	97.6	92	26604	88.4
93	1	1133	97.7	93	26697	88.7
97	2	1135	97.8	194	26891	89.3
100	1	1136	97.9	100	26991	89.7
101	1	1137	98.0	101	27092	90.0
103	1	1138	98.1	103	27195	90.4
105	1	1139	98.2	105	27300	90.7
106	1	1140	98.3	106	27406	91.1
108	1	1141	98.4	108	27514	91.4
110	1	1142	98.5	110	27624	91.8
113	3	1145	98.7	339	27963	92.9
114	1	1146	98.8	114	28077	93.3
116	2	1148	98.9	232	28309	94.1
117	1	1149	99.0	117	28426	94.4
119	1	1150	99.1	119	28545	94.8
139	1	1151	99.2	139	28684	95.3
169	1	1152	99.3	169	28853	95.9
193	1	1153	99.4	193	29046	96.5
227	1	1154	99.5	227	29273	97.3
237	1	1155	99.6	237	29510	98.0
285	1	1156	99.6	285	29795	99.0
302	1	1157	100.0	302	30097	100.0

TABLE 11

DISTRIBUTION OF CLASS SIZE - 1977-78

SIZE OF CLASS	COURSES RAW FREQ	COURSES CUM FREQ	COURSES CUM %	STUDENTS RAW FREQ	STUDENTS CUM FREQ	STUDENTS CUM %
1	16	16	1.4	16	16	0.1
2	11	27	2.4	22	38	0.1
3	14	41	3.6	42	80	0.3
4	23	64	5.6	92	172	0.8
5	31	95	8.3	155	327	1.1
6	33	128	11.2	198	525	1.8
7	27	155	13.6	189	714	2.4
8	32	187	16.4	256	970	3.3
9	37	224	19.7	333	1303	4.4
10	32	256	22.5	320	1623	5.5
11	32	288	25.3	352	1975	6.7
12	45	333	29.3	540	2515	8.6
13	53	386	33.9	689	3204	10.9
14	32	418	36.7	448	3652	12.4
15	35	453	39.8	525	4177	14.2
16	33	486	42.7	528	4705	16.0
17	30	516	45.3	510	5215	17.8
18	24	540	47.5	432	5647	19.2
19	26	566	49.7	494	6141	20.9
20	39	605	53.2	780	6921	23.6
21	33	638	56.1	693	7614	26.0
22	32	670	58.9	704	8318	28.4
23	23	693	60.9	529	8847	30.2
24	31	724	63.6	744	9591	32.7
25	26	750	65.9	650	10241	34.9
26	24	774	68.0	624	10865	37.0
27	23	797	70.0	621	11486	39.2
28	25	822	72.2	700	12186	41.5
29	16	838	73.6	464	12650	43.1
30	16	854	75.0	480	13130	44.8
31	14	868	76.3	434	13564	46.2
32	10	878	77.2	320	13884	47.3
33	12	890	78.2	396	14280	48.7
34	9	899	79.0	306	14586	49.7
35	11	910	80.0	385	14971	51.0
36	8	918	80.7	288	15259	52.0
37	9	927	81.5	333	15592	53.1
38	8	935	82.2	304	15896	54.2
39	9	944	83.0	351	16247	55.4
40	11	955	83.9	440	16687	56.9
41	6	961	84.4	246	16933	57.7
42	4	965	84.8	168	17101	58.3
43	1	966	84.9	43	17144	58.4
44	2	968	85.1	88	17232	58.7
45	9	977	85.9	405	17637	60.1
46	8	985	86.6	368	18005	61.4
47	10	995	87.4	470	18475	63.0
48	7	1002	88.0	336	18811	64.1
49	7	1009	88.7	343	19154	65.3
50	7	1016	89.3	350	19504	66.5
51	4	1020	89.6	204	19708	67.2
52	8	1028	90.3	416	20124	68.6
53	2	1030	90.5	106	20230	69.0
54	5	1035	90.9	270	20500	69.9
55	4	1039	91.3	220	20720	70.6

SIZE OF CLASS	COURSES RAW FREQ	COURSES CUM FREQ	COURSES CUM %	STUDENTS RAW FREQ	STUDENTS CUM FREQ	STUDENTS CUM %
56	4	1041	91.5	224	20836	71.0
57	3	1044	91.7	171	21007	71.6
58	3	1047	92.0	174	21181	72.2
59	3	1050	92.3	177	21358	72.8
60	3	1053	92.5	180	21538	73.4
61	4	1057	92.9	244	21782	74.2
62	3	1060	93.1	186	21968	74.9
63	3	1063	93.4	189	22157	75.5
64	3	1066	93.7	192	22349	76.2
65	1	1067	93.8	65	22414	76.4
66	4	1071	94.1	264	22678	77.3
67	4	1075	94.5	268	22946	78.2
68	1	1076	94.6	68	23014	78.4
69	4	1080	94.9	276	23290	79.4
70	2	1082	95.1	140	23430	79.9
72	1	1083	95.2	72	23502	80.1
73	4	1087	95.5	292	23794	81.1
74	4	1091	95.9	296	24090	82.1
75	1	1092	96.0	75	24165	82.4
77	2	1094	96.1	154	24319	82.9
78	3	1097	96.4	234	24553	83.7
79	3	1100	96.7	237	24790	84.5
81	1	1101	96.7	81	24871	84.8
82	2	1103	96.9	164	25035	85.3
83	1	1104	97.0	83	25118	85.6
84	1	1105	97.1	84	25202	85.9
85	1	1106	97.2	85	25287	86.2
86	1	1107	97.3	86	25373	86.5
87	3	1110	97.5	261	25634	87.4
89	1	1111	97.6	89	25723	87.7
90	1	1112	97.7	90	25813	88.0
91	2	1114	97.9	182	25995	88.6
92	1	1115	98.0	92	26087	88.9
93	1	1116	98.1	93	26180	89.2
99	1	1117	98.2	99	26279	89.6
100	1	1118	98.2	100	26379	89.9
103	1	1119	98.3	103	26482	90.3
106	1	1120	98.4	106	26588	90.6
108	1	1121	98.5	108	26696	91.0
112	2	1123	98.7	224	26920	91.8
120	1	1124	98.8	120	27040	92.2
124	1	1125	98.9	124	27164	92.6
126	1	1126	98.9	126	27290	93.0
131	1	1127	99.0	131	27421	93.5
140	1	1128	99.1	140	27561	93.9
144	1	1129	99.2	144	27705	94.4
149	1	1130	99.3	149	27854	94.9
150	1	1131	99.4	150	28004	95.5
156	1	1132	99.5	156	28160	96.0
158	1	1133	99.6	158	28318	96.5
163	1	1134	99.6	163	28481	97.1
185	1	1135	99.7	185	28666	97.7
207	1	1136	99.8	207	28871	98.4
218	1	1137	99.9	218	29089	99.2
249	1	1138	100.0	249	29338	100.0

FINANCIAL AID

A factor of considerable importance in both the recruitment and retention of students is financial aid. During the current academic year, 2,104 students on the Stockton campus are receiving a total of $8,256,328 in various forms of aid. This represents a 14.4% increase over the total amount of aid in 1976-77. Because the number of students receiving aid declined slightly, the average award of $3,928 in 1977-78 is up 15.0% from the previous year.

Tables 7 and 8 show financial aid for the two academic years in terms of type and source, while Table 9 shows the distribution of aid during each of these years according to the affiliation of the students receiving aid. The first two tables show that despite a variety of other sources UOP and State scholarships account for almost three-fourths of all scholarships and grants each year. Comparing the two years, it is of particular significance that the funds expended on UOP scholarships increased by 23.3% (representing an additional $363,176) while State Scholarship funds received by our students increased by 9.9%. In view of the additional UOP funds allocated to financial aid for next year in connection with the tuition increase announced last Fall, a similar pattern may be evident in 1978-79. While it is important to ease the burden of tuition increases upon lower-income families with expanded financial aid, the tendency of this pattern to become a "vicious circle" (higher tuition requires more expenditure on financial aid, which in turn requires a further increase in tuition, which requires more financial aid, etc.) has potentially serious implications both for the institution and for students with middle-income families who must absorb the tuition increases without benefit of financial aid. The problem is especially serious in view of the increasing dependence of the University upon tuition revenue which was analyzed in an earlier section of this report.

While funds from all sources for scholarships and grants increased by 15.4% from 1976-77 to 1977-78, the amount of student loans increased by only 5.7%. Within this category, both Federally Insured Student Loans and National Defense Student Loans increased by more than 10.0% each, while Health Profession loans and UOP loans decreased. The most dramatic increase over last year is in federal Work-Study funds, up more than 150% as a result of intensive effort by the Office of Financial Aids.

Table 9 shows that there was a considerable increase this year over last year in the number of engineering and education students receiving financial aid. All other schools and colleges experienced only marginal changes from one year to the next in the number of students receiving aid, as did the Community Involvement Program. The new School of Business and Public Administration does not appear in the table because for 1977-78 its students receiving financial aid continued to be included in the figures for College of the Pacific; it will be analyzed separately next year.

(Abbreviations used in Tables 7 and 8 are as follows: CIP, Community Involvement Program; COG, College Opportunity Grants; BEOG, Basic Educational Opportunity Grants; SEOG, Supplemental Educational Opportunity Grants; HP, Health Professions grants and loans; FISL, Federally Insured Student Loans; and NDSL, National Defense Student Loans. The CIP and UOP scholarships are funded by the University; State Scholarships and COG are state-funded; and BEOG, SEOG, and HP are federally funded programs.)

TABLE 7

1976-77 FINANCIAL AID: SOURCE AND TYPE

	# OF AWARDS	AVERAGE AWARD	TOTAL AMOUNT	TOTAL PERCENTAGE	TOTAL FOR CATEGORY
SCHOLARSHIPS & GRANTS					
CIP	185	$2,519	$466,011	8.8%	
UOP	1,413	$1,102	$1,557,182	29.5%	
State	977	$2,388	$2,333,154	44.3%	
COG	98	$2,785	$272,932	5.2%	
BEOG	594	$971	$576,647	10.9%	
SEOG	62	$801	$49,682	0.9%	
WP	5	$860	$4,300	0.1%	
Other	11	$982	$10,801	0.2%	
All Scholarships and Grants				100.0%	$5,270,709
LOANS					
FISL	514	$1,499	$770,735	41.4%	
NP	236	$1,046	$246,850	13.3%	
NDSL	938	$880	$825,455	44.3%	
UOP	25	$780	$19,500	1.0%	
All Loans				100.0%	$1,862,540
WORK-STUDY	161	$507	$81,590		$81,590
ALL 1976-77 FINANCIAL AID					$7,214,839

TABLE 8

1977-78 FINANCIAL AID: SOURCE AND TYPE

	# OF AWARDS	AVERAGE AWARD	TOTAL AMOUNT	TOTAL PERCENTAGE	TOTAL FOR CATEGORY
SCHOLARSHIPS & GRANTS					
CIP	162	$3,108	$503,575	8.3%	
UOP	1,485	$1,293	$1,920,358	31.6%	
State	1,025	$2,502	$2,564,421	42.2%	
COG	103	$2,585	$266,217	4.4%	
BEOG	613	$981	$601,354	9.9%	
SEOG	116	$909	$105,400	1.7%	
Other	313	$381	$119,137	2.0%	
All Scholarships and Grants				100.0%	$6,080,462
LOANS					
FISL	515	$1,655	$852,366	43.3%	
HP	229	$834	$191,050	9.7%	
NDSL	1,262	$725	$914,550	46.5%	
UOP	14	$736	$10,300	0.5%	
All Loans				100.0%	$1,968,266
WORK-STUDY	417	$498	$207,600		207,600
ALL 1977-78 FINANCIAL AID					$8,256,328

TABLE 9

SUMMARY OF 1976-77 AND 1977-78 FINANCIAL AID

	SCHOLARSHIPS & GRANTS		LOANS		WORK-STUDY	ALL FINANCIAL AID		
	Amount	%	Amount	%		Amount	# of Students Receiving Aid	Average Award
1976-77								
CDP & Pre-Pharmacy	$2,559,535	48.0%	$549,615	29.5%	$40,900	$3,190,050	1,009	$3,122
Conservatory	$451,896	8.4%	$108,550	5.8%	$12,200	$572,646	162	$3,535
Education	$117,778	2.2%	$44,750	2.4%	$4,900	$167,428	46	$3,640
Engineering	$303,060	5.8%	$72,900	3.9%	$3,800	$379,760	105	$3,617
Raymond/Callison	$389,100	7.4%	$85,700	4.6%	$10,990	$485,790	127	$3,825
Cowell	$325,905	6.2%	$49,000	2.6%	$7,700	$382,225	93	$4,110
Pharmacy	$458,602	8.7%	$733,900	38.7%	$1,200	$1,190,702	318	$3,713
CEP	$626,147	11.9%	$105,400	5.7%	300	$731,847	173	$4,230
Other	$38,630	0.7%	$125,725	6.8%	0	$164,355	61	$2,029
Totals for 1976-77	$5,270,709	100.0%	$1,862,540	100.0%	$81,590	$7,214,839	2,114	$3,413
1977-78								
CDP & Pre-Pharmacy	$2,898,838	49.3%	$719,993	36.6%	$108,650	$3,827,481	980	$3,835
Conservatory	$494,622	8.1%	$137,377	7.0%	$29,700	$661,699	169	$3,915
Education	$195,591	3.2%	$74,450	3.8%	$10,050	$290,091	86	$3,257
Engineering	$455,341	7.5%	$118,700	6.0%	$16,350	$590,391	143	$4,129
Raymond/Callison	$387,413	6.5%	$86,900	4.4%	$21,350	$505,663	123	$4,111
Cowell	$371,921	6.1%	$60,700	3.1%	$14,600	$447,221	101	$4,428
Pharmacy	$453,089	7.5%	$685,296	34.8%	$1,800	$1,140,185	322	$3,541
CEP	$713,727	11.7%	$84,950	4.3%	$5,100	$803,677	162	$4,961
Totals for 1977-78	$6,080,462	100.0%	$1,968,266	100.0%	$257,600	$8,256,328	2,104	$3,924

FACULTY SALARIES - 1978-79

Nine-month 1978-79 salaries for returning teaching faculty on the Stockton campus are shown in Table 14. The average salary increase for returning faculty is 4.0%, but because of the resignation or retirement of several faculty in the middle to upper salary range and the entry of new faculty last September toward the lower end of the scale, the average (mean) salary of all returning faculty for next year is up only 2.0% from the comparable figure a year ago.

Following standard AAUP reporting practice, the salaries for next year shown in Table 14 are categorized according to the faculty member's current rank and do not reflect the recently approved promotions which will take effect in September. With the movement of these returning faculty to their higher ranks and the addition of newly hired faculty in September, the within-rank averages for 1978-79 can be expected to drop somewhat as both of these groups will tend to be toward the lower end of their respective ranks.

The long-debated issue of whether library salaries accurately reflect the 11-month work year of the library faculty or should be increased by two-months was resolved this spring. After reviewing recommendations from both the Faculty Compensation Committee and the Academic Council, the Budget and Long Range Planning Committee formally established that the library Faculty are 11-month contracts at their present salary. This does not negate the need to continue to improve library salaries (1978-79 raises for returning library faculty average 5.1%, compared with 4.0% for teaching faculty), but it does reflect the fact that salaries of professional librarians generally tend to be lower than those of teaching faculty of comparable rank and years of service. For example, the 1977-78 salary scales for the University of California show that when one controls for years of service, librarian salaries average 85.1% of those comparable 11-month regular teaching faculty (excluding clinical and others on special scales). By comparison, if all 1977-78 salaries for UOP returning faculty on the Stockton campus are adjusted to 11-months, the average is $24,169. The average 11-month salary for returning UOP library faculty for 1977-78 is $19,122. Thus on an adjusted 11-month basis, the average library faculty salary is 79.1% of that of the teaching faculty.

TABLE 14

1978-79 SALARIES OF RETURNING FACULTY - ADJUSTED TO NINE MONTHS

Salary Bracket	Instructor		Assistant Professor		Associate Professor		Professor		All Ranks	
	N	%	N	%	N	%	N	%	N	%
$11,000-$11,999	2	22.2							2	0.8
$12,000-$12,999	1	11.1							1	0.4
$13,000-$13,999	4	44.4	3	4.8					7	2.7
$14,000-$14,999			7	11.1					7	2.7
$15,000-$15,999	1	11.1	20	31.7					21	8.2
$16,000-$16,999	1	11.1	19	30.2	6	7.1			26	10.1
$17,000-$17,999			7	11.1	8	9.5			15	5.8
$18,000-$18,999			3	4.8	23	27.4			26	10.1
$19,000-$19,999			3	4.8	20	23.8	3	3.0	26	10.1
$20,000-$20,999			1	1.6	13	15.5	3	3.0	17	6.6
$21,000-$21,999					11	13.1	12	11.9	23	8.9
$22,000-$22,999					1	1.2	22	21.8	23	8.9
$23,000-$23,999					2	2.4	12	11.9	14	5.4
$24,000-$24,999							19	18.8	19	7.4
$25,000-$25,999							11	10.9	11	4.3
$26,000-$26,999							7	6.9	7	2.7
$27,000-$27,999							8	7.9	8	3.1
$28,000-$28,999							3	3.0	3	1.2
$29,000-$29,999							1	1.0	1	0.4
TOTALS	9	100.0%	63	100.0%	84	100.0%	101	100.0%	257	100.0%
Mean Salary	$13,347		$16,170		$19,376		$23,941		$20,173	
Median Salary	$13,150		$16,043		$19,172		$23,910		$19,842	

Appendix J

Institutional Goals Inventory

INSTITUTIONAL GOALS INVENTORY

The Institutional Goals Inventory (IGI) is an instrument designed to assist an institution arrive at concensus statements about the goals that its constituency responds to as being important and about the goals that its constituency believes should be important. The IGI was validated in a 1971 project involving 1300 faculty and students at ten colleges and universities on the west coast; Pacific was included in that validation sample.

The IGI composed of ninety goal statements that are rated twice--first, in terms of the degree to which the goal IS important and second, in terms of the degree to which the goal SHOULD BE important.

The conceptual framework for the IGI consists of twenty goal area labels, thirteen of which are called outcome goals and seven of which are called process goals. The output goals are understood as being objectives that a university may seek to achieve (qualities of graduating students, research emphases, the nature and amount of public service, and so forth). The process goals are conceived as relating to the educational processes and the campus climate, factors that may facilitate achievement of outcome goals.

Eighty of the main items in the IGI are related to the twenty goal areas, four per goal area. The remaining ten items reflect goals that have been judged to be of sufficient importance to warrant a single item (rather than four). These ten items are listed as Miscellaneous Goal Statements.

The final twenty items included in the Pacific administration of the IGI were Local Option Items. These twenty items were constructed to reflect concerns and issues raised in informal interviews with over forty administrators and faculty from the Stockton campus.

Sampled Population

Four populations were targeted to be sampled in this administration of the IGI faculty, students, academic administrators, and the Board of Regents Academic Affairs Committee. An attempt was made to obtain responses from all of the full-time faculty on the

Stockton campus; 256 responses were obtained, and 226 could be included in analyses of the individual colleges and schools. A sample of 180 students stratified by school and by year in college was randomly drawn. Eighty-four responses were obtained, and sixty-eight (81%) were students of COP. The academic administrator sample was drawn from the Deans and the full-time professional staff associated with the Vice President's and the Admission's Offices; sixteen responses were obtained. Eight members of the Academic Affairs Committee of the Board of Regents responded to the IGI.

With the exception of the student sample, all samples were fairly complete. The faculty sample reflects approximately an 80% return from full-time faculty, and this percentage of response was fairly consistent across the various schools and colleges. However, because the student sample is largely COP students and represents less than 50% response, interpretation of the results must be made with care.

Interpreting the Results

The results of the Institutional Goals Inventory survey have been presented for the student sample and the combined faculty--academic administrator samples. The results have been summarized graphically in the three figures included in this section.

The first figure summarizes the results for the twenty Goal Areas. Descriptions of each goal area are listed in Table 1. Figure 1 is easiest to interpret by remembering that for each Goal Area two statements were obtained, an "IS" statement and a "SHOULD BE" statement. The "IS" mean response is shown as a solid line across one end of either a shaded bar (student sample) or a bar constructed of oblique lines (faculty administrator sample). The opposite end of the bar is bordered by a broken line that indicates the "SHOULD BE" mean response. The mean responses can range from "1" (Of No Importance) to "5" (Of Extremely High Importance). The length of the bar reflects the discrepancy between the "IS" statement and the "SHOULD BE" statement. The discrepancy can be interpreted as a desire for change; that is, a large discrepancy indicates that a substantial change is desired.

The interpretation of a meaningful or important discrepancy is difficult as a general rule. The publishers of the IGI provide the suggestion that a desired change is important if the difference between the "IS" and "SHOULD BE" statements is of a magnitude of 0.5 or larger. As a matter of fact, this rule compares favorably with statistical analyses that were made on the data, but it is a little too liberal in a few cases where there was substantial variation in responses made by individuals.

Figure 2 summarizes the results for the ten Miscellaneous Goal Statements. The statements as listed in the IGI are shown in Table 2. The graphical presentation in this figure is the same as that in Figure 1. The solid line shows the "IS" mean, and the broken line shows the "SHOULD BE" mean. The shaded bar is for student responses, and the oblique line bar is for faculty responses.

Figure 3 summarizes the results for the twenty Local Option Statements. The statements as presented to respondents are listed in Table 3. Again, the graphical presentation in this figure is the same as that in Figure 1.

The data from the entire set of four target populations is available in the Academic Vice President's Office for anyone who is interested in looking at the individual samples and responses by college or school.

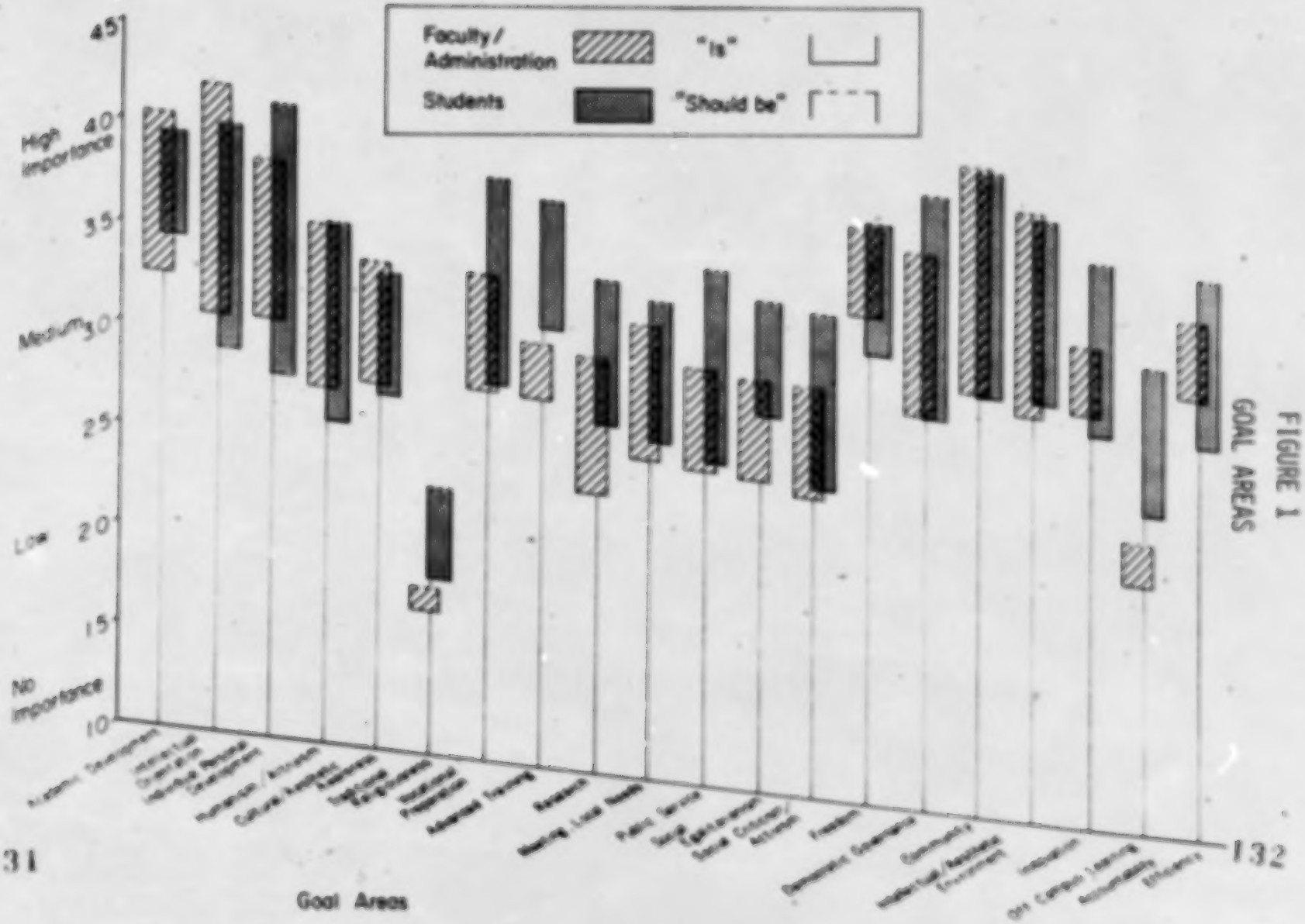


FIGURE 1
GOAL AREAS

TABLE 1

DESCRIPTIONS OF THE 20 GOAL AREAS IN THE IGI

OUTCOME GOALS

Academic Development – this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*

Intellectual Orientation – this goal area relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2,5,7,8)

Individual Personal Development – this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism – this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)

Cultural/Aesthetic Awareness – this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness – this goal area is intended to mean a religiousness that is orthodox, doctrinal; usually sectarian, and often fundamental – in short, *traditional* rather than "secular" or "modern." (16,19,22,25)

Vocational Preparation – this goal area means offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)

Advanced Training – this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27,31,32,41)

Research – this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs – this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

Public Service – this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

*The numbers in parentheses are the four Goal Statements that make up each Goal Area.

Social Egalitarianism – this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42,45,48,52)

Social Criticism/Activism – this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43,46,49,53)

PROCESS GOALS

Freedom – this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54,57,60,63)

Democratic Governance – this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55,58,61,64)

Community – this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56,59,62,65)

Intellectual/Aesthetic Environment – this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66,69,73,76)

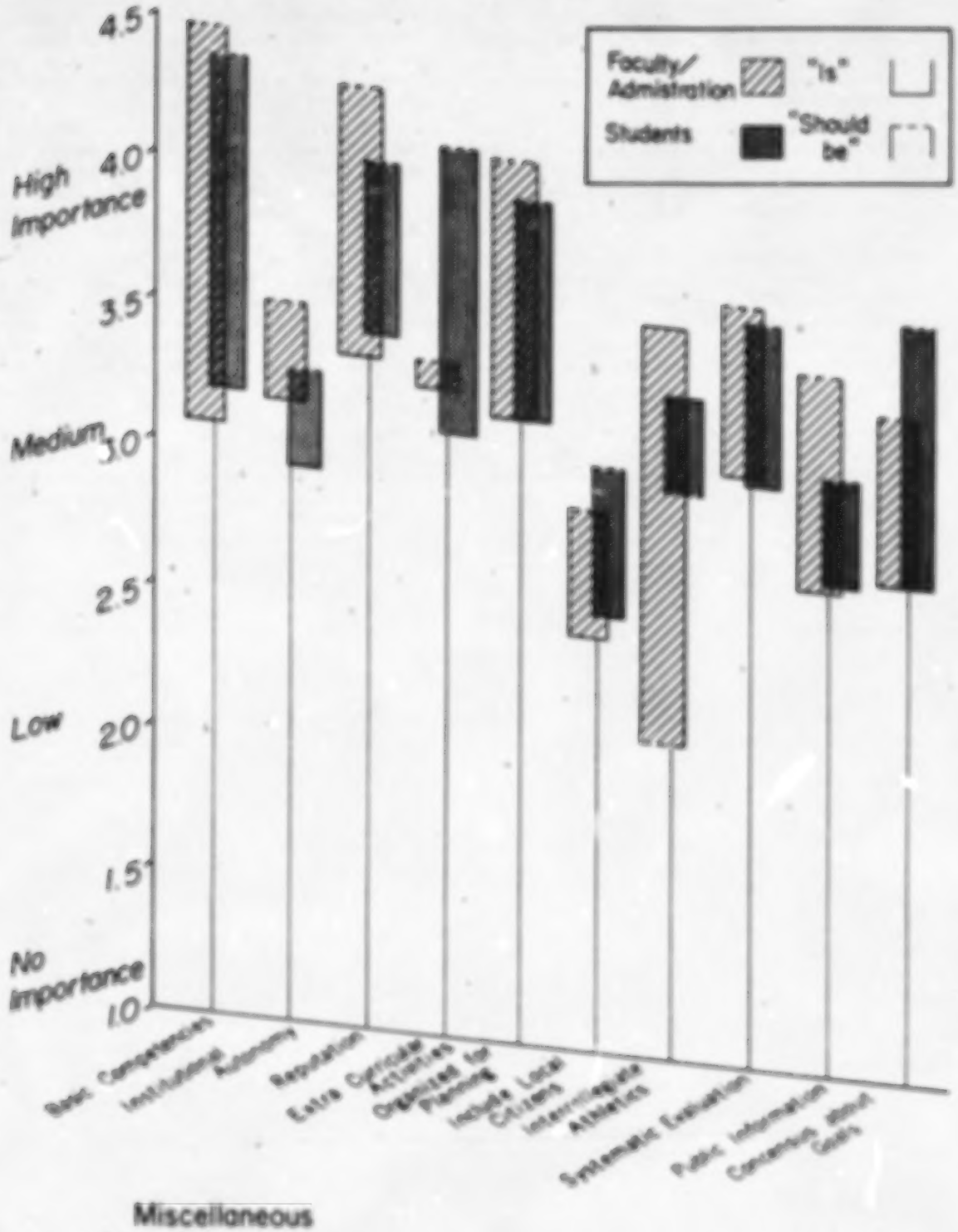
Innovation – this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67,70,74,77)

Off-Campus Learning – this goal area includes time away from the campus as travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68,72,75,78)

Accountability/Efficiency – this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79,81,83,87)

FIGURE 2

MISCELLANEOUS GOAL STATEMENTS



Miscellaneous Goal Statements

TABLE 2

MISCELLANEOUS GOAL STATEMENT

12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular activities and events for students...

84. to be organized for continuous short, medium, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community...

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

90. to achieve consensus among people on the campus about the goals of the institution...

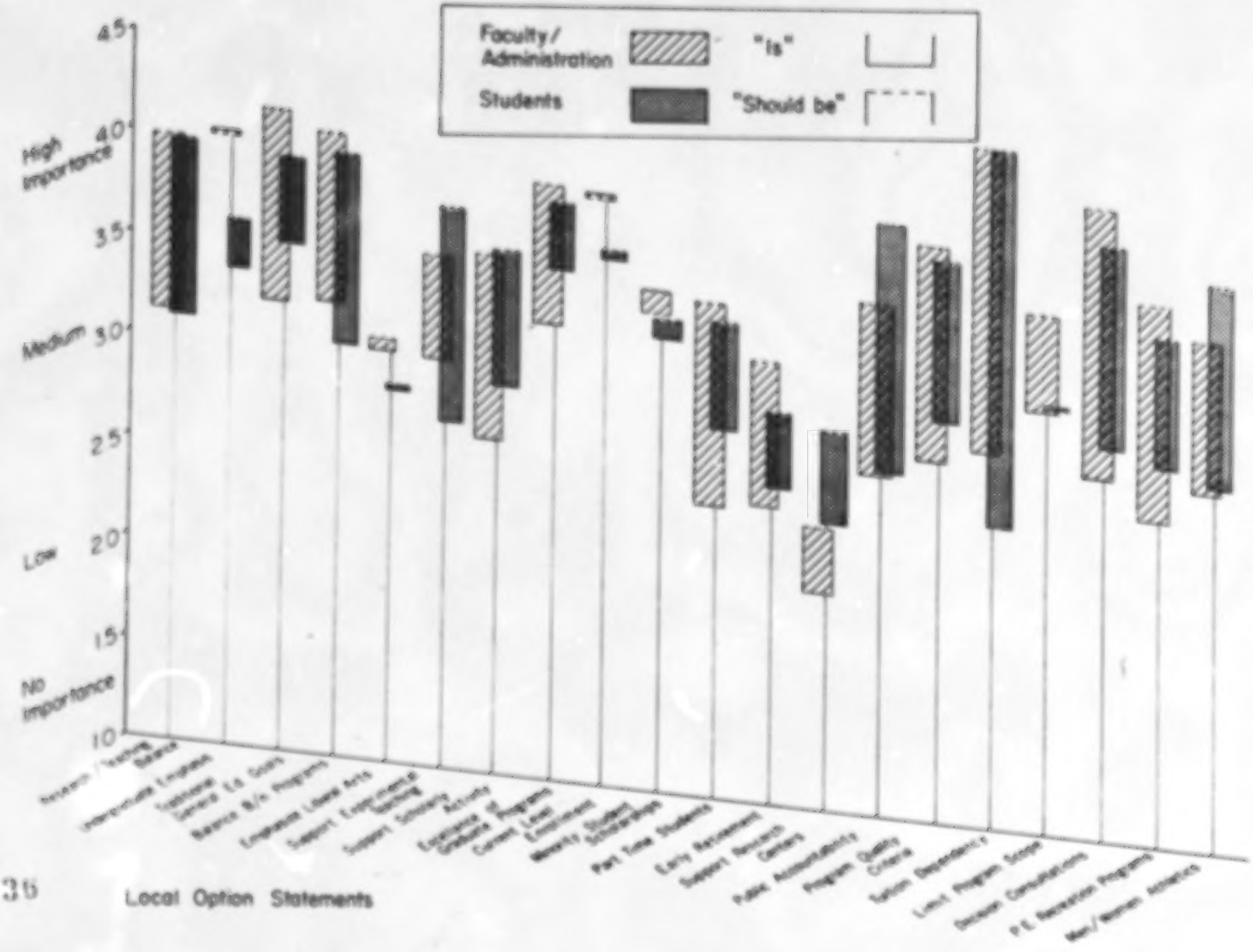


FIGURE 3
LOCAL OPTION STATEMENTS

TABLE 3

LOCAL OPTION STATEMENTS

91. to emphasize scholarly research and relevant public service, while maintaining teaching and learning as the University's primary goal...

92. to emphasize undergraduate education as a higher priority than graduate programs...

93. to maintain an open, evolving liberal learning (general education) program that is directed to the traditional goals of quality learning and teaching in the humanities, sciences, and social sciences...

94. to strive for a balance and cooperative effort between programs in the liberal arts and sciences and in the professional schools...

95. to emphasize liberal arts (general education) as a higher priority than professional and pre-professional programs...

96. to provide opportunities and resources to support faculty who choose to engage in team teaching, intercollege efforts, and experimental teaching methods...

97. to provide opportunities and resources to support faculty who choose to engage in specialized scholarly activity...

98. to offer graduate programs primarily in selected fields in which the University has the greatest potential for excellence...

99. to maintain full-time undergraduate enrollment at approximately the current level...

100. to provide special full scholarships or tuition waivers for disadvantaged and minority students from the local area...

101. to provide learning opportunities for part-time, non-residential students...

102. to strive for academic mobility and change by providing greater opportunities and incentives for faculty to retire at earlier ages...

103. to support research centers that are not primarily providing instructional degree granting programs for the University...

104. to maintain public accountability of all sectors of the University, academic, executive, financial, and student life...

105. to use measures of program quality as the primary criteria in decisions regarding program expansion, retrenchment, or termination...

106. to decrease our dependency on tuition to cover the annual operating costs of the University...

107. to limit the scope or depth of programs offered in order to maintain high quality when resources are scarce...

108. to consult with appropriate members of the University community about upcoming policy decisions...

109. to allocate personnel and resources so that students are provided with a balanced and varied physical education--recreation program even if the quality of our intercollegiate programs decline...

110. to provide a more equitable balance in the resources allocated to support women's and men's athletics...

Appendix K

Special Committee on Cluster Colleges

REPORT TO PRESIDENT STANLEY E. McCAFFREY

OF THE

SPECIAL COMMITTEE TO CONSIDER THE CLUSTER COLLEGES

I. Introduction

The Special Committee to Consider the Cluster Colleges was convened by the President of the University of the Pacific with a specific assignment: to analyze the academic as well as the enrollment-fiscal problems of the Cluster Colleges and to recommend courses of action by which to solve those problems.

Knowing the intention of President McCaffrey to share this report with members of the University community, the Committee has prepared the report for the President and also for the several audiences of which the University is comprised.

These audiences must come to understand, as the members of the Committee had to learn, that the limited resources of the University make it difficult to support a wide array of academic programs, however desirable, unless those programs can generate their own sufficient revenue. Student enrollment patterns tend to change rapidly and not necessarily in keeping with the intellectual merit of any courses of study offered by a college.

The volatility of enrollment patterns further stresses the need for institutional flexibility. A major concern of the Committee is that the present organization of faculty into fairly rigidly structured programs deprives the University of that flexibility.

The results of our deliberations are the recommendations to be found within the body of this document. These recommendations reflect the following convictions:

A. Underlying Assumptions

1. The interdisciplinary, intercultural, and inter-American aspects of the cluster college programs are worthwhile and should be preserved in some form.

2. The style of teaching and learning within the cluster colleges has been effective and attractive for some students who otherwise might not be attracted to the University of the Pacific and should be preserved in some manner.

3. The living-learning community of the Cluster Colleges is valuable and should be preserved in some form.

4. Recruitment of first-year students should not be competitive among liberal arts colleges within the University. These students should be admitted to the University, not to specific units. Upon entrance, all such students should have equal access to all programs within the University and flexibility in making choices.

5. Both financial and academic reasons make desirable closer interaction among the liberal arts colleges, their programs, faculty and students; and their integration may eventually become necessary.

B. General Conclusions

1. Therefore, any changes in the programs of the Cluster Colleges should be made in such a way that they can function as relatively independent programs for the immediate future, but be capable of being integrated into a single liberal arts college without undue disturbance to the programs if that integration should become advisable.

2. Where existing programs in any unit of the University could be strengthened by integration with other programs of a similar sort in other units, such integration should be encouraged and promoted.

3. For this purpose, dual faculty appointments should be made along disciplinary as well as college lines in order to foster interaction among faculty with similar interests and to strengthen existing programs and the development of future programs or courses of study.

II. General Recommendations

A. Recruiting: All freshman liberal arts recruiting should be for the University of the Pacific rather than for individual colleges.

1. This is substantially the way that recruiting is done now.

2. Emphasis should be on the number of options available to students and on the fact that it is not necessary to decide upon the depth portion of one's study until the second year.

B. Advising: Students should be counselled through advisors to select disciplinary majors or interdisciplinary majors or interdisciplinary/intercultural concentrations after their matriculation in the University of the Pacific.

1. A number of faculty should be drawn from all the liberal arts divisions and designated first-year advisors.

2. Entering students should be assigned to advisors randomly but, upon request, may be assigned to appropriate major or preprofessional advisors.

3. Each first-year advisor should be informed of the first-year course requirements for every major and degree offered in the University and share them with advisees.

4. The Student-to-Student Advising Program should be utilized to help students plan and understand the options available to them.

5. A one-page diagram showing the various curricular options available to students should be prepared by the Admissions Office for distribution during orientation to all new students and their advisors.

6. A training program for advisors should be established under the general direction of the Academic Vice President and the Vice President for Student Life.

C. General Education Program

The Committee recommends that the general education program of the liberal arts colleges be the joint responsibility of the faculties of the several colleges. The Committee also recommends that a University committee, under the general direction of the Academic Vice President, define general education and its requirements for the liberal arts colleges of the University of the Pacific. The membership of this committee should be representative, and its recommendations should meet the several needs of the University.

Although many general education courses will be taken during a student's freshman year, the option should be available to take them throughout as much of the student's undergraduate years as seems appropriate to the student and his/her advisor. A student should be transferred to an advisor in the declared or anticipated major program area and be assigned to the college in which it is offered by the beginning of the sophomore year.

The Committee suggests that courses satisfying the general education requirement should include both regularly-offered introductory courses in a given major and courses specially designed for the general education program. Courses offered with disciplinary designations should be approved by the faculty of the relevant disciplines. Inter-disciplinary courses should be approved by appropriate interdisciplinary committees.

III. Specific Recommendations

A. Elbert Covell College

It is proposed that Elbert Covell College (ECC) be retained as an inter-American bilingual, bicultural four-year division of the University. It should be redesigned in the following ways to establish closer ties with programs and departments of other schools and colleges:

The ECC faculty should formulate a general education curriculum to be taught in Spanish and to conform with the all-University requirement. Students who complete the General Education program in that manner should have the option of graduating with an ECC diploma.

All present ECC degree programs should be retained until graduation of those students who will enter the college during the Fall of 1977. However, ECC should explore which of its degree programs should be retained within the College and how others may be continued within the context of other schools and colleges of the University. The aim will be to eliminate all duplication of majors in the various divisions of the University and to provide new majors where justified. ECC should arrange with other schools and colleges (and with the appropriate departments) for the course work for majors not offered within the

ECC curriculum. This coordination of majors in ECC should be completed by August 31, 1978. Appointments of the ECC faculty should reflect their responsibilities to these several major programs, and, therefore, joint appointments to the faculty of other units of the University should be made where appropriate by August 31, 1978.

B. Raymond-Callison College

Callison and Raymond Colleges should be merged into a single undergraduate college, Raymond-Callison, designed to provide from present Raymond and Callison curricula selective intercultural and interdisciplinary educational options.

The respective curricula of the Colleges must be redesigned into a newly fashioned, joint curriculum in ample time to permit student recruitment for the academic year 1978-79. The work required to bring these plans to fruition should proceed in the following steps:

1. Each College will elect a small committee of its faculty and students which will undertake a searching and constructive critique of the curriculum offered by its sister College; the critiques will be considered and debated in a joint meeting of the two committees during the Summer of 1977.

   The committee shall recommend specific proposals which will result in:

   a. Designing a curriculum which has as its distinguishing feature an intercultural/interdisciplinary approach to learning.

   b. Identifying curricular resources throughout the University which can become part of the distinctive educational program offered through the combined College.

   c. Identifying faculty needed for the successful functioning of the curriculum.

   d. Developing cooperation through the University in support of this program.

   e. Specifying an optimal student-faculty ratio for such a program and steps to be taken if such a ratio is either unmet or exceeded.

f. Identifying the physical facilities necessary for such a program.

g. Identifying the administrative and support staff necessary for such a program.

2. These recommendation will be forwarded to the Academic Vice President no later than July 15, 1977 for review by him, the President, the Academic Council, and the Academic Affairs Committee. Upon approval the recommendations will become effective within the shortest possible time, with August 31, 1978 the target date for enactment.

3. In the interim, to facilitate recruitment and orderly transition and to build faculty and student morale, the Committee recommends that the merger of Callison and Raymond Colleges be announced immediately, to become effective September 1, 1978.

IV. Appointment of Faculty

A. Policy

All members of the faculty of the liberal arts colleges of the University of the Pacific should hold appointments which reflect their disciplinary and professional expertise; in addition, the appointments of all faculty members in the liberal arts colleges of the University of the Pacific should reflect their actual responsibilities to the educational programs of the University. The appointments of faculty members with responsibilities to more than one program should reflect such responsibility.

B. Recommendations

The Special Committee to Consider Cluster Colleges recommends that two methods of achieving the goal of making faculty appointments reflect the disciplinary and professional expertise of members of the faculty be employed. The first is currently in use. The Academic Vice President makes joint appointments and/or transfers of faculty on the recommendation of the Deans and Provosts in consultation with

members of the faculty in the schools, colleges, and departments involved. The second is to use the "Principles and Procedures for Reassignment of Tenured Faculty" recently adopted by the University of the Pacific. These "Principles and Procedures" will be used only as a consequence of the evaluation of the effect of the recommendations of the Special Committee to Consider the Cluster Colleges. This evaluation is described in paragraph V below.

V. Recommendation for a Future Committee to Consider the Cluster Colleges

The above recommendations are to become effective on September 1, 1978 for a period of only four years, i.e., until August 31, 1982.

It is further recommended that the President appoint a new Committee, similar in its membership to this Committee, to Consider the Cluster Colleges. The new committee will begin its study on September 1, 1980 (or as soon thereafter as may be feasible) to evaluate how implementation of the above recommendations will have affected the academic and fiscal well-being and performance of the Raymond-Callison College, ECC, the College of the Pacific, and of the University at large. Such evaluation is to be made on the basis of criteria set forth below and in light of then foreseeable trends in undergraduate education.

A. Options to be Considered

1. Solidification of Raymond-Callison College and/or ECC as bases of multidisciplinary, multicultural, and international study programs. This is to include determination of the appropriate core faculty size.

2. An integration of Raymond-Callison College and/or ECC programs into the College of the Pacific, with program identification being retained within a department-like structure. This is to include an identification of core faculty size in the new department-like units. Faculty not placed in these units are to receive full-time

appointments in pre-existing College of the Pacific Departments or terminated as per Reassignment Committee procedures by August 31, 1982.

3. A termination of Raymond-Callison College and/or ECC programs outside of pre-existing College of the Pacific departments. All faculty from the Raymond-Callison College and/or ECC are to be given full-time appointments in pre-existing College of the Pacific departments or terminated as per Reassignment Committee procedures by August 31, 1982.

B. Criteria to be applied

1. Solidification. Financial data based on affiliation of students with Raymond-Callison College and/or ECC reflect an upward trend predicting recovery of indirect costs by the semester beginning September, 1982.

2. Integration. Financial data based on affiliation stabilize below recovery of indirect costs but above recovery of direct costs in the Raymond-Callison College and/or ECC.

3. Termination. Financial data based on affiliation continue downward predicting lack of recovery of direct costs or stabilize below recovery of direct costs in the Raymond Callison-College and/or ECC.

C. Options that Should Not be Entertained by Evaluation Committee.

1. Search for new mission for the Cluster Colleges.

2. Where criteria indicate selection of Options No. 2 or 3, the establishment of new fund-seeking and student recruitment procedures.

Submitted by the Special Committee to Consider the Cluster Colleges:

Rhonda Brown
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Roy Whiteker
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Clifford Hand, Chairman

May 20, 1977